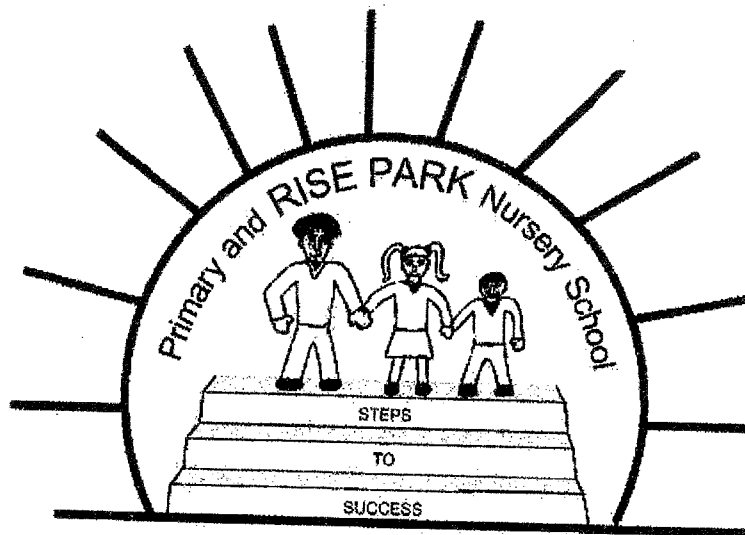



# RISE PARK PRIMARY AND NURSERY SCHOOL



## Phonics Policy

March 2020

|                                 |  |
|---------------------------------|--|
| Signed by<br>Chair of Committee |  |
| Print Name                      | J E Kirby  |
| Date                            | 27.4.20  |
| Date of review                  | MARCH 2021   |

## Rise Park Primary and Nursery School Phonic Policy

### January 2020

#### Introduction

At Rise Park Primary and Nursery School we aim to achieve the highest degree of progress in pupils' abilities through the teaching of systematic synthetic phonics which is consistent and cumulative. We strive to ensure that all pupils become successful, fluent readers by the end of Key Stage One and we believe this is achievable through a combination of strong, high quality phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'.

#### Aims

- To teach pupils aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is consistent, systematic, interactive and engaging.
- To enable pupils to use phonic awareness across the curriculum.
- To ensure that pupils know the 44 phonemes within the English language.
- To teach pupils to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide pupils with strategies to identify and decode 'tricky' words.

#### Objectives

- To provide consistent, high quality phonics teaching that ensures all pupils have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the Foundation Stage, Key Stage One and Key Stage Two for those pupils needing interventions to support phonetic knowledge and understanding.
- To ensure that pupils have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

#### Curriculum, Teaching and Learning Guidance

At Rise Park Primary and Nursery School, we follow the Letters and Sounds document's principles and practice across EYFS and Key Stage One – this is supported by using the

SmartKids range of resources to support the effective delivery of phonic lessons by catering for all pupils' needs. In Key Stage Two interventions are based around the gaps identified through teacher assessment. Lessons are quick in pace, well differentiated, engaging and challenging for all pupils within the lesson.

Teachers use assessments to inform them of the progress pupils are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met. Daily targeted 'keep-ups' alongside high quality learning environments, ensure that no child is left behind.

All Year One pupils take the 'Phonics Screening Check' – a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics teaching in Year Three as required.

Planning for phonics will be done separately from English planning but with the understanding that good phonics teaching should link to the English needs of the pupils within an English lesson and across the curriculum. There should also be an even balance of reading and writing within the phonics lesson. Each phonics lesson should include the following section:

- Revise – Overlearn the previous graphemes and words.
- Teach – Introduce a new grapheme/phoneme words.
- Practise – Develop GPC (grapheme phoneme correspondence)/read and spell new words.
- Apply – Use the new graphemes/words in games and activities to secure knowledge.
- Assess – Monitor progress within each phase to inform planning.

### **Organisation**

Please refer to Appendix 1 for the year group expectations of which Phase is to be taught in each year group and term.

**F1** – Pupils should be taught Phase 1 through a differentiated approach within the setting on a daily basis. Aspect 7 (oral blending and segmenting) will be taught either in the phonics lesson or by staff members orally blending and segmenting at multiple points during the school day. Staff will teach Phase 2 to any children assessed as secure at Phase 1.

**F2** – Pupils will be taught a phonics lesson daily for a 20-minute period within 4 separate groups. Groups are currently differentiated however, from February 2020 groups will be mixed ability to ensure that all pupils reach their full potential within a challenging and supportive environment. Phonic skills are embedded in writing and reading tasks in Literacy sessions.

Continuous provision and the outdoor learning environment in EYFS support pupils in closing the word gap and consolidating their phonic knowledge. Grapheme grids should be freely available within the environment both indoors and outdoors. The driving ethos should

be for all pupils to complete Phase 4 by then end of F2 and have a sound understanding in order to start Phase 5 by the start of Year 1. Pupils are introduced to the 'tricky words' and aim to read and write tricky and high frequency words for Phase 2 to 4 before they enter Year 1. Pupils who have been assessed as having gaps in their learning are given extra daily intervention to aid them in keeping up and reaching their full potential.

**Year 1** - Pupils will be taught a phonics lesson daily for a 25-minute period within 4 separate groups. Groups are currently differentiated however, from September 2020 groups will be mixed ability to ensure that all pupils reach their full potential within a challenging and supportive environment. The underlying aim of Year 1 should be to ensure all pupils have completed Phases 4 and 5 and be ready to begin Phase 6 when they start in Year 2. They should have plenty of practise in recognising 'Alien' Pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Pupils should aim to read and write all common exception words for Years 1 and 2. Pupils who have been assessed as having gaps in their learning are given extra daily intervention to aid them in keeping up and reaching their full potential.

**Year 2** - Pupils will be taught a phonics lesson daily for a 25-minute period within 3 separate groups. Groups are currently differentiated however, from September 2020 groups will be mixed ability to ensure that all pupils reach their full potential within a challenging and supportive environment. The aim of Year 2 should be to ensure that all pupils have completed Phase 6 while revisiting earlier Phases to reinforce previous learning and to also re-experience 'tricky words' that they have previously encountered. Pupils who have been assessed as having gaps in their learning are given extra daily intervention to aid them in keeping up and reaching their full potential.

**Year 3** – Pupils who did not pass the Phonic Screening Check in Year 2 or have been assessed as not reaching a sufficiently proficient level in GPC awareness and application will continue to have access to daily 20-minute phonic lessons across the Autumn Term. Pupils who by the end of the Autumn Term have still not reached a sufficiently skilled level of phonetic awareness will have intervention programmes arranged to provide for this need.

Pupils in Key Stage 2 who have not attained a sufficient skill level in GPC awareness and application will have provision in small intervention groups in regards to phonics and/or spelling across the Key Stage.

### **Classroom Environment**

In each class is an appropriate Phonic display using the SmartKids phonic frieze. These displays concentrate on both sounds and 'tricky' words that the pupils are currently learning. Grapheme grids should be readily available in every lesson to support pupils' early writing across the curriculum. In EYFS, the displays should reflect the sounds and words that the children have been taught. This working wall will be updated daily. Phonic games and grapheme grids will be out within the provision. Both the indoor and outdoor learning environments provide multiple opportunities to consolidate learning and are rich with print.

## **Reading Scheme**

Systematic Synthetic Phonics plays a key role in a rich and varied reading programme. The school has invested in the Big Cat Collins reading scheme to support pupils to apply their phonic knowledge and skills, as well as develop their reading comprehension. Reading books and the colour bands are organised in line with the Letters and Sounds scheme and pupils are matched to books that include graphemes and tricky words pupils have been taught. This makes it easy for teachers to choose a text that is matched to the pupils growing phonic knowledge and that does not encourage a pupil to guess at words if they have included GPC's they have not yet been taught. In addition to this pupils are also encouraged to choose a 'reading for pleasure' book from their class library.

## **Homework**

Parental involvement is key in the acquisition of phonics. Each child in F2 receives a 'what we are learning this week' sheet weekly which contains the sounds, tricky words to read and write and a sentence to read. In Year 1 children receive a reading comprehension sheet weekly. Phonic homework sheets which are generated from the 'Phonics Tracker' assessments are also sent home termly for pupils in F2, Year 1 and Year 2. These are sent home half-termly for the bottom 20%. Pupils in Year 1 upwards receive spellings to learn.

## **Assessment**

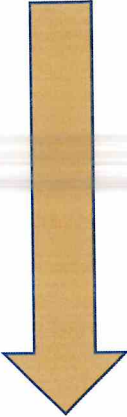
In F1 pupils are assessed and progress is recorded on our school Rhyme, Rhythm and Phonemic awareness tracking document, this is carried out termly. In F2, Year 1 and Year 2 pupils are assessed using 'Phonic Tracker' for both sounds, tricky and high frequency words each term. This 'Phonic Tracker' assessment is carried out half-termly with the bottom 20% in F2 and Year 1. Towards the Phonics Screening Check, Year 1 pupils will be given practise papers to identify specific skills or any gaps in learning.


## **Appendices**

Appendix 1: Teaching Timetable for Letters and Sounds  
Appendix 2: Technical Vocabulary for Letters and Sounds

Appendix 1.

Teaching Timetable for Letters and Sounds.

| Phase One provision ongoing alongside SSP<br><br> | Reception  |                                 |
|--|--|---------------------------------|
|  | Autumn One<br>(as soon as children are admitted) | Phase Two                       |
|  | Autumn Two                                       | Phase Three                     |
|  | Spring Term                                      | Consolidate Phase Two and Three |
|  | Summer Term                                      | Phase Four                      |

| Phase One provision ongoing alongside SSP<br><br> | Year One    |   |
|--|-------------|---|
|  | Autumn One  | Consolidate Phase Three and Four for reading and writing                        |
|  | Autumn Two  | Phase Five part 1 for reading.<br>Consolidate Phase Three and Four for writing. |
|  | Spring One  | Phase Five part 1 for reading.<br>NC Spelling objectives for Y1.                |
|  | Spring Two  | Phase Five part 2 for reading.<br>NC Spelling objectives for Y1.                |
|  | Summer Term | Consolidate Phase Five parts 1 and 2.<br>Phase Five part 3.                     |

Appendix 2.

Technical Vocabulary for Letters and Sounds.

|  |  |  |
|--|--|--|
| <p><b>Phoneme</b><br/>The smallest unit of sound in a word – often referred to as “a sound”</p>  | <p><b>Grapheme – phoneme correspondence (GPC)</b><br/>The match between a phoneme and a grapheme</p>   | <p><b>Grapheme</b><br/>A letter (or sequence of letters) that represent(s) a phoneme</p>   |
| <p><b>Recognition</b><br/>Saying the phoneme when shown the grapheme</p>   | <p><b>Tricky (Common Exception) word</b><br/>A word that contains GPCs that do not follow the usual pattern or have not yet been taught within the programme</p> | <p><b>Recall</b><br/>Finding or writing the grapheme that represents a particular phoneme</p>  |
| <p><b>Sound-talk (or robot arms)</b><br/>Segmenting words into component sounds (phonemes) in order to teach blending or in the early stages of segmenting</p> | <p><b>Robot arms</b><br/>Blending arms up and down like a robot to provide a multi-sensory prompt for segmenting a word into its separate sounds (phonemes)</p>  | <p><b>Blending hands</b><br/>Rubbing hands together after segmenting a word as a visual prompt for children to blend the sounds (phonemes)</p>                 |
| <p><b>Sound (as a verb)</b><br/>Saying the phonemes that each grapheme represents in order to blend them</p>   | <p><b>Blend</b><br/>Squashing sounds (phonemes) together to make larger units such as syllables or words</p>   | <p><b>Over-sound</b><br/>Sounding words prior to blending out of habit rather than as required for accurate decoding</p>                                       |
| <p><b>On the go (fluent) blending</b><br/>Reading words on the go (fluently) without overt sounding</p>  | <p><b>Segment</b><br/>Breaking words or parts of words into the component sounds (phonemes)</p>  | <p><b>Whole-word segmenting</b><br/>The process of segmenting the whole word before finding or writing the letters rather than taking one letter at a time</p> |
| <p><b>Adjacent consonants (ccvc; cvcc; cccvc; ccvc)</b><br/>Two or more consonants next to each other at the beginning or end of a word or syllable</p>        | <p><b>Alternative (additional) graphemes</b><br/>Further common graphemes used to represent familiar phonemes</p>  | <p><b>Alternative pronunciation</b><br/>Alternative ways of pronouncing graphemes that have already been taught to ensure words ‘sound right’</p>              |